

Cardonald Private Nursery Day Care of Children

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Type of inspection:
Unannounced

Completed on:
3 February 2026

Service provided by:
Collin Care Limited

Service provider number:
SP2008009795

Service no:
CS2010249860

About the service

Cardonald Private Nursery is registered to provide daycare to a maximum of 35 children aged from birth to those not yet attending primary school. Care is provided from a detached single storey property, which is located in the Cardonald area of Glasgow. The service is close to shops, public transport routes and local amenities.

Care is provided from a birth to two room, with one further open-plan room for children aged two to five years old. Children also have access to outdoor play in enclosed garden areas. At the time of inspection 42 children were registered to the service.

About the inspection

This was an unannounced inspection which took place on 2 and 3 February 2026, between 09:30 and 16:30. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with one parent using the service
- reviewed electronic feedback from seven parents
- spoke with staff and management
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within leadership.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Management were committed to making improvements within the service.
- Quality assurance approaches had been developed and were supporting continuous improvement within the service.
- The service should continue to develop the outdoor environment to promote children's independence and choice.
- Improvement to toys and material indoors were enhancing children's play opportunities, supporting their curiosity, creativity and imaginative play.
- Training was supporting staff to develop their skills and knowledge of how children learn and develop.
- Staff were kind, caring and nurturing in their approach with children.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

Quality Indicator: Management and leadership of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement

The service's vision, values and aims were displayed within the setting and reflected their ethos and aspirations for children who attended the service. These had been developed in consultation with staff and families to help shape the service in a way that meets children's needs.

Management engaged well during the inspection and were committed to their role. They shared ongoing improvements within the service and recognised the importance of these on outcomes for children. Management and staff were at the beginning of their improvement journey and had made a good start on reflecting on their service and implementing change within the setting. We encouraged the service to continue to evaluate the impact of change.

Quality assurance approaches supported improvement within the service. A detailed improvement plan was in place and identified some key areas the service wished to improve. These were appropriate to the service, with a particular focus being placed on staff interactions, planning and observations, and developing their approaches to self-evaluation. We agreed these were important to scaffold and extend children's play and learning.

Monitoring approaches supported management and staff to identify where improvements could be made. This included audits of key practice areas, including accident and incident audits, medication reviews and reviewing children's personal plans. We discussed where some approaches could be further developed. This could include observations of staff interactions, children's play opportunities and environmental walkarounds. This would continue to support staff skills and practice, whilst promoting positive outcomes for children.

Staff accessed training to support their skills, knowledge and developmental needs. Training had been identified in line with the service's improvement plan. This included observation training, realising my potential, leadership training and deaf awareness training. Some staff shared training with each other at team meetings or within their playrooms. To secure meaningful improvements in practice, we shared examples of how this could be further developed to record the impact of training on outcomes for children.

There was a system in place to support infection and prevention controls. However, during the inspection we identified some areas that required further attention. This included, the storage of materials within changing areas and bathrooms. Whilst the manager actioned this immediately, we discussed where handwashing facilities could be further improved.

Whilst daily risk assessments were supporting staff to identify any potential hazards. We identified some risks that had not been identified or actioned by the manager or staff. This included a broken plastic storage unit in the garden and the transporting of unsuitable materials within the playroom. The manager should review risk assessments and ensure staff have a clear understanding of all potential risks. (See Area for Improvement 1).

There was a good mix of skills and qualifications within the team. Staff were recruited safely to ensure the right people were caring for children. A recruitment overview was in place to help management have an oversight of qualifications and roles. The service delivered an induction programme that supported staff in developing their knowledge and confidence. Staff spoke positively about their induction and commented their team, along with management, were supportive. All staff were registered with the Scottish Social Services Council (SSSC).

Areas for improvement

1. To support children's health and safety the provider should ensure that children receive care in a safe, secure and well maintained premises. This should include, but is not limited to, ensuring robust and dynamic risk assessments are in place with action being taken to mitigate risks to children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) that states: 'My environment is secure and safe' (HSCS 5.24) and 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14).

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children enjoyed playing with toys and materials available to them. They had developed positive peer relationships and engaged well with each other. Staff interacted with children and were responsive to their requests and cues. Children were eager to share their preferences which included, the block play area, reading books and playing outside. Comments included, "I like building houses", "I like reading stories with [staff]" and "the [staff] dance and sing with us, they make me laugh."

Since the last inspection indoor play spaces had been reviewed and developed. There was a good range of varied play experiences to support children's play and learning. Toys and materials were displayed in a way that promoted choice and independence. We discussed where some resources within the younger playroom could be more accessible to children. The manager agreed to review this.

Children's health and wellbeing was supported through daily outdoor play opportunities. We asked the service to give consideration to younger children's choice when accessing outdoor play. Children enjoyed playing with water and construction toys outdoors. The service should continue to review outdoor play spaces and through consultation with children, further develop spaces to provide challenge that would support their holistic development. For example, more adventurous play with open ended materials and loose parts (resources that can be put together, taken apart and moved around) and further resources to support children's curiosity.

Play experiences developed children's skills in language, literacy, and numeracy. When exploring playdough, older children were discussing different textures and scents. Younger children enjoyed listening to stories with adults. Children could confidently use mathematical language to predict how many more blocks it would take when building structures.

The service should consider adding further resources both indoors and outdoors to enhance children's literacy and numeracy skills. For example, adding resources within house corner and mud kitchen to encourage mark making and measuring.

Staff were responsive to children through their observations and were beginning to adopt a questioning approach that supported children to extend their thinking and ideas. For example, children were encouraged to predict what might happen next when mixing different colours together. Staff should continue to develop their skills and confidence in extending children's learning through meaningful conversations. To further support staff's understanding of how children learn and develop, the management team should continue to upskill staff through identified training and development opportunities.

Planning approaches to support children's learning and development had undergone recent changes. This had been reviewed to help ensure children's voices was at the core of the service's approach. Leaders should continue to evaluate this approach and involve staff in further learning opportunities to help ensure it supports high quality, responsive play.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children attending the service were happy, engaged and settled. Staff had adopted warm, caring and nurturing approaches. They knew children well and were responsive to their needs, helping ensure children felt valued and loved. Parents told us "my child loves [their] relationships with the staff and [their] peers" and "staff are all very welcoming and keep me up to date with all information, my child has great relationships with all staff and the manager." Where children required personal care, such as nappy changes, this was handled sensitively and by familiar members of staff working within the room where the child was cared for. This provided consistency of care for children. The service had plans to further develop one of their toilet/changing areas and we agreed this would support children's privacy and dignity further.

We made an area for improvement at the last inspection to review and develop personal plans, to ensure that the information being recorded supported children's needs and progress. Overall, these were supporting staff to promote consistent care for most children. However, we found gaps in some children's plans and identified where further information was needed to support their current interest and preferences. The service should continue to review and develop personal plans in partnership with parents and children. This should include reviewing 'all about me' information. A new area for improvement has been set at this inspection (See Area for Improvement 1).

Children benefitted from a relaxed, unhurried and sociable lunchtime experience. They were involved in setting the table and had some opportunities to self serve. Staff positioned themselves at tables to supervise and support children if required. They interacted with children throughout the lunchtime experience, supporting their language and communication skills. We discussed where children's independence and choice could be further enhanced. This could include, children choosing where they would like to sit at lunchtime and self serving the main part of their lunch.

Menus had been reviewed to reflect recent guidance 'Setting the table.' Options were nutritious and staff were knowledgeable about children's allergies and food preferences.

Drinking water was accessible for older children. We asked the service to review their approaches to ensure younger children can access drinking water according to their needs. This would help ensure all children stay hydrated.

Since the previous inspection the service had improved their approaches to increase engagement with families. This included inviting parents into the service, stay and play sessions and parent evenings. These were received well by parents and contributed towards strengthened relationships, that supported meeting children's needs. Parents told us "the staff work hard to build a great relationship with the parents, always asking questions about home" and "I get to attend stay and play sessions which allows me to see my child learning through play in the nursery." However, some parents told us they would like further opportunities to be involved in their child's day, as they were unable to enter the playrooms. We discussed developing approaches to welcome parents into all playrooms to strengthen connections and relationships. We signposted the manager to the Care Inspectorates document, 'Me, my family and my childcare setting.'

Areas for improvement

1. To support children's wellbeing and development the provider should enhance personal plans to ensure they contain current and relevant information to meet the needs of children. This should include, but is not limited to, reviewing and updating children's interests and preferences, and ensuring all plans are agreed, signed and reviewed with parents.

This is to ensure that care, play and learning is consistent with the Health and Social care Standards (HSCS) which states: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 15)

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The service should review and develop their personal plans and observations to ensure that the information being recorded is meaningful, clear and allows effective monitoring of children's support needs and progress.

This ensures care and support is consistent with the Health and Social Care Standards, which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

This area for improvement was made on 18 June 2019.

Action taken since then

The service had reviewed their approach to personal plans and observation to help ensure information recorded was reflective of children's current needs. Personal plans recorded strategies that helped to support children's needs with clear evaluations of progress and identified next steps.

We discussed where this could be strengthened to ensure consistent in all plans, with clear dates on paperwork to reflect timelines of progression. We also discussed ensuring children's preferences and interest were regularly reviewed and updated.

The service had worked with the local authority to review their approaches to observations, this included staff training and quality assurance processes. Observations reflected children's progress and development, clearly linked to learning outcomes and curricular documents.

While some aspects of this area for improvement have been met. We discussed where personal plans could be further developed. This has been reported under a new area for improvement within 'Children are supported to achieve.'

This Area for Improvement has been Met.

Previous area for improvement 2

To support staff to develop their skills, knowledge and understanding of children's play, learning and development, the provider should arrange for staff to undertake related professional development activities. Staff should then reflect on their learning and embed it in their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which states: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

This area for improvement was made on 12 June 2024.

Action taken since then

Staff had completed a range of training since the last inspection, this included training on leadership, observations and interactions. Staff had reflected on their training, sharing key practice with each other to make changes to the environment, whilst also supporting interactions with children. The service should continue in this approach to further support positive outcomes for children.

This Area of Improvement has been Met.

Previous area for improvement 3

To support children's learning and development, management should review planning systems to ensure children's experiences are reflective of a child led approach, interests and individual needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

This area for improvement was made on 12 June 2024.

Action taken since then

The service had worked with the local authority to develop their planning approaches. This included developing a backdrop planner and supporting staff to record intentional and responsive planning. Baby room planning was child centred and reflected where experiences, spaces and interactions would support children. Planning for older children recorded their voice and followed their interest. We discussed where planning could be further developed to clearly record intentional and responsive planning.

This Area for Improvement has been Met.

Previous area for improvement 4

To support continuous improvement, the manager should develop self-evaluation processes. This includes but is not limited to, reviewing best practice guidance and other relevant publications covering key areas of practice, to ensure positive outcomes for children and their families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state, 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

This area for improvement was made on 12 June 2024.

Action taken since then

Self-evaluation processes had been reviewed and were inclusive of all stakeholders within the setting. Regular consultation with parents were helping the service identify what was working well and where changes could be made. The manager shared this information with staff and they reflected as a staff team where improvement could be made.

Staff meetings created conditions for staff to contribute to the development of the service. We discussed where this could be further developed to include the use of practice notes to reflect on current guidance and record the outcome of this.

This Area for Improvement has been Met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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